BASICS

1. What kind of essay has your partner written—informative, expository, or argumentative?  Has he/she chosen the best approach or would another approach be better?  Why or why not?

Argumentative, he choose the best approach.

2. Does the writer avoid the standard (and boring) 5‐paragraph essay structure?  Or does the essay resemble the 5‐paragraph format too closely?  In other words, has the writer attempted to write the essay in a more original, creative, and/or non‐standard way?  If not, suggest how the write could approach the essay differently by changing its structure, presentation of thesis, level of creativity or originality, etc. AND explain why its present approach doesn’t work well.

He used 5-paragraaph style but it’s not boring because of the story.

INTRODUCTION

3. Does the introduction grab your attention and interest?  Does it effectively focus the reader’s attention on the topic and focus (purpose/thesis) of the essay?  (Remember, the thesis doesn’t have to be stated right away but the writer should at least suggest the essay’s direction somehow.)  In other words, does the logically introduce the topic and purpose of the essay and inspire some curiosity or interest in readers?  Why or why not?

Yes, it grabbed my attention and it focuses on the topic and the purpose.

THESIS

4. What is the thesis?  Is the thesis arguable?  In other words, could you disagree with it, argue against it?  Could the writer improve his/her thesis to make it more arguable?  How?  Evaluate the thesis and comment on why it does or doesn’t work.

“These reasons are… etc”, it’s arguable.

5. Do you feel that the writer’s purpose (thesis) is either too broad or too narrow?  Would the essay be better if the writer expanded his/her idea a bit more or narrowed it down to something a bit more specific?  Does it try to cover too much or too little?  Why or why not?

The writer purpose is okay, he tried to cover basic effects.

6. Does the thesis clearly answer the questions “so what?” and “who cares?” for the reader?  In other words, has the writer given the reader something new, interesting, unique, original, and/or surprising to consider?  Does thesis do more than simply present an observation or fact?  Does it instead point out something others wouldn’t normally notice or think about?  Does it offer the reader a new perspective of some kind?  In other words, does the writer say something meaningful about the topic that demonstrates critical thinking—something that readers likely have not considered or thought about?

The author gave some interesting and surprising information.

His thesis simply present facts.

7. What kind of thesis does the writer use—implicit or explicit?  What kind of reasoning does he/she use—inductive or deductive?  Where is the thesis placed in the essay—beginning, middle, end?  Evaluate each of these features of the thesis (purpose) and explain whether you think the writer has made good, effective choices about communicating his/her thesis.

the writer used explicit thesis, some of the reasoning are inductive and some are deductive. the thesis is in the middle of the essay.

BODY

8. Does each body paragraph develop the thesis a little bit more?  Does each body paragraph add meaning to the thesis? In other words, are the all body paragraphs logically connected to and clearly relate to the thesis?  Do any of them go off topic or include irrelevant, unnecessary information?  Which ones? Why do you think so?

Each paragraph developed the thesis and logically connected to the thesis.

9. Does each body paragraph have a clear topic sentence OR main idea?  In other words, does each paragraph FOCUS on a single point that supports/helps explain the thesis?  Or are there paragraphs with multiple or disconnected ideas?   Which ones?

Each paragraph has clear topic sentence.

10. Has the writer balanced generalizations and specific detail well?  Are there too many general ideas that make you, the reader, think “what does he/she mean?”   Are there any places where you think there is way too much detail, which makes you, the reader, lose focus and wonder why the writer has included this information?  Basically, do all the details clearly relate to the topic and thesis OR is there anything that just doesn’t “fit” or make senses(is irrelevant or unnecessary) that the writer could delete?

the writer used generalization and specific details well.

11. Has the writer explained all of his/her ideas thoroughly and completely?  Is all of the content clear and convincing?  Or are you, as a reader, left with any unanswered questions?  Does anything need to be explained more or explained better?  What?  Why?

The writer point is clear.

12. Which rhetorical strategies has the writer used most?  Are these rhetorical strategies the most appropriate ones for the topic and thesis?  (Remember, these are: Illustration, Narration, Description, Classification, Compare/Contrast, Definition, Process, Cause/Effect, and Refutation.)  Is there anywhere where a different strategy would improve the paper?  Where?  Why?

the writer used narration and explanations strategies

13. Is the essay well organized?  Are the body paragraphs arranged in an order that makes sense—does each point follow the previous one in a logical way?  Why or why not?  How could the writer arrange sentences or paragraphs better?

The essay is organized and the body paragraph is arranged.

AUDIENCE & TONE

14. How would you describe the writer’s tone?  Is it serious, playful, concerned, etc.?  Is it too formal or informal?  Is the writer’s tone appropriate for the subject (topic), thesis (purpose), and audience (readers)?  Consider things like whether the writer has balanced his/her use of diction appropriately (general vs. specific, concrete vs. abstract, mono vs. multi syllable words, figurative language) and if he/she has tried to use vivid, interesting, SPECIFIC nouns, verbs, adjectives, adverbs.  Explain your evaluation.

the writer used formal tone, it’s appropriate for his topic.

15. Does the writer consider his/her readers thoughtfully, being careful not to say anything to unnecessarily offend, anger, or show disrespect to readers?  Explain your answer.

the writer considers his readers carefully and wrote for different kind of people.

CONCLUSION

16. Does the conclusion effectively bring the paper to a close, making it feel “finished”?  Is it logical and make sense?  Does it avoid introducing new ideas (it should avoid this)?   Does it restate the thesis clearly in words that are different from the thesis?

The writer conclusion did not close the paper.

17. Does it offer a closing thought, giving readers something to keep thinking about?  (For example, a warning, prediction for the future, suggestion, instructions, question to think about, calls the readers to action, etc.)? (It should.)

the conclusion does not have clues and thoughts, I didn’t think of his point when I finished reading his paper

OVERALL EVALUATION

18. Do you feel like you have learned something by reading this essay?  Has the writer worked hard to offer his/her readers something interesting and meaningful to think about?  Why or why not?

I learned many things that people should have freedom even in their schools. the writer thought carefully about the topic.

19. Overall, when you finished reading the essay, are you convinced?  In other words, is the essay persuasive?  Why or why not?

The essay is convince, because he used strong reasons.

20. How does the essay “flow”?  Are there too many short sentences or too many long sentences?  Does the writer use transition words (however, therefore, in addition, etc.)?  Are there any major errors that disrupt reading?  Be specific in your answer by explaining what the effect of sentences, transitions (or lack thereof), and/or errors have on the reader.

The writer used transitions words that helps the essay to flow nicely.